DOCUMENT RESUME

ED 214 554 JC 810 580

AUTHOR Farrow, Shirley
TITLE Academic Cooperative Education at North Lake College: A Commitment to the 1980's.
INSTITUTION North Lake Coll., Irving, TX.
PUB DATE [80]
NOTE 45p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Cooperative Education; Educational Cooperation; Education Work Relationship; Experiential Learning; Field Experience Programs; Instructional Development; Organizational Objectives; Program Development; *School Business Relationship; Two Year Colleges; Vocational Education; *Work Experience Programs

ABSTRACT

This description of the development of North Lake College's (NLC's) academic cooperative program begins by outlining the philosophy of cooperative education and discussing its objective of increasing educational growth through the integration of classroom theory and direct workplace involvement. Next, an overall rationale for cooperative education is provided, which stresses its potential for meeting both student and business needs. The following section explains how the Academic Co-op Ed program developed at NLC; the procedures used to select students, instructors/coordinators, and on-the-job training sites; and student enrollment and course completion rates in the cooperative education course. Next, the relevance of the NLC program and its success in attaining its objectives are highlighted by student and coordinator comments on the program. Finally, the paper discusses the role and potential of cooperative education nationally and emphasizes NLC's commitment to the broadening and further development of cooperative efforts. Appendices list a sample of community colleges which offer cooperative programs, as well as NLC's spring 1979 training sites. They also provide student and coordinator comments, potential seminar topics, student objectives forms, and a student's summary of her experiences as a congressional aide. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED214554

ACADEMIC COOPERATIVE EDUCATION

AT NORTH LAKE COLLEGE

A Commitment to the 1980's

By: Shirley Farrow
Director, Cooperative Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shirley Farrow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810 580

"ONE MUST LEARN BY DOING THE THING, FOR THOUGH YOU THINK YOU KNOW IT, YOU HAVE NO CERTAINTY UNTIL YOU TRY."

-SOPHOCLES

TABLE OF CONTENTS

	PAGE
PHILOSOPHY	1
DEFINITION	1
RATIONALE	2
SETTING FOR ACADEMIC CO-OP	5
RELEVANCY OF ACADEMIC CO-OP	7
ACADEMIC CO-OP FROM NATIONAL POINT OF VIEW	9
NORTH LAKE'S COMMITMENT TO ACADEMIC CO-OP	9
SUMMARY	11
REFERENCES	13

APPENDICES

Community Colleges Offering Academic Co-op	i
Academic Training Stations	ii
Students' Comments	iii
Coordinators' Comments	iv
Suggested Seminar Topics	v
Art Topics	viii
Computer Science	ix
Government	x
Students' Objectives	xi
Student's Summary of Co-op Experiences	xiv

COOPERATIVE EDUCATION
for the
ACADEMIC STUDENT

Shirley Farrow, Director
Cooperative Education

PHILOSOPHY:

Cooperative Education at North Lake College reflects the philosophy that productive work performed by students in an actual business environment is an essential ingredient for total educational growth. To optimize the work experience, four dependent elements must be incorporated in the process: (a) one on-the-job objective for each college credit earned; (b) a means for achieving the objectives, which in Co-op Ed means "work"; (c) an evaluation of student performance on the job; (d) attendance of 16 weekly, one-hour seminars that integrate the work-world with the classroom theory. Self-understanding and career planning are two important by-products of the program. As a result of this philosophy, it is the dedicated, persistent intent of Cooperative Education at North Lake College to involve every student on campus who desires it, the opportunity to enroll in a co-op course in his chosen career field whether it be technical, business or academic in nature.

DEFINITION:

Cooperative Education is a strategy of education - a process of changing the behavior of people through experience. It is a method of instruction that involves the student in the theory of academics and the actual application of that theory in a real-world setting. In this involvement the student can recognize his own adaptabilities, skills, and potential as the "real" world becomes more relevant.

This experience must be selected, ordered, and measured in such a way that quality growth is assured. The instructor/coordinator is the key facilitator and it is this person who monitors the process by interacting with the student and the employer to assure optimum growth, keeping ever aware of the value of the experience as it relates to the student's personal and career needs. The primary purpose of Cooperative Education is to integrate theory and practice recognizing that theory without practice is sterile and that practice without theory is superficial.

RATIONALE:

In view of how successfully Co-op Ed has been in permitting Technical and Business students, armed with definable skills, to enter the industrial and business community while learning their crafts, it seems illogical that this stimulating, challenging program be isolated to a small defined group on the North Lake Campus. If North Lake, as its philosophy states, ___ "makes certain that educational programs are tailored to the needs, abilities and ambition of its students" ___ then it leads to another statement that every proven method of successful instruction must be included in the total campus curriculum. Co-op Ed, by the ready admission of colleges, students, and businesses involved, is a proven, successful method of instruction. Because of this admission, it must be available to the academic student as well as the Technical or Business student. Every student should have the opportunity to utilize this method of instruction which should be included in the curriculum of every lecture hall, classroom, and laboratory via North Lake's progressive blue print of education.

As has been proven, current trends in education are aimed toward providing relevant educational experiences for students, emphasizing direct participation in off-campus activities which utilize classroom theory. This proven growth rate coupled with the community demands for business-adjusted graduates points to the need for planning and implementing new and innovative ideas that will not only "keep pace", but anticipate and provide the academic North Lake student expanded educational opportunities leading directly to productive employment in business, industry, and government.

Cooperative Education can provide the academic student a method of total learning which combines study and work. Employers don't think colleges are doing a good job in giving students practical experiences in preparation for the world of work, according to a survey reported in the January 1977 issue of The Chronicle of Higher Education. Upon employment, the classroom-oriented student becomes disillusioned by the practical, profit-making and service-oriented community. Facts, theory, and skills are only a part of the totally-educated person. If these important classroom attainments cannot be communicated readily to the business world, the employer is compelled to re-educate and improvise. This handicap can be reduced through a work/study method of instruction.

The greatest educational need of the community employment offices is a business-oriented, educated employee. The businessman continually cites critical areas of deficiencies in the college graduate as:

1. Lack of understanding of business ethics - the do's and don'ts of an organizational operation

2. Inability to communicate in business terms

3. Inflexible behavior toward individual business policies

4. Unrealistic attitudes concerning salary expectations, promotional opportunities and entry-level worth

5. Inability to form a commitment with an organization in terms of long-range professional goals

6. Inability to withstand normal business pressures and problems

A second concern of the business person is the relevancy of classroom instruction and community needs. Many of our qualified faculty members have not been involved with the intricate, fast-moving business community. Many of their business values are outdated or inconsistent with the present business community. The Co-op Ed program will encourage - indeed, force - the academic instructor to keep in step with the trends of the world outside by continually evaluating student's progress in the co-op program.

Another comment made by many employers is that they would like a more practical input in our educational operation. These people want to freely associate, via the students, with direct educational training programs. It would be nice, they state, to be a part of the pre-employment picture so that their operational costs and problems can be lowered in view of a consistent work/study program that makes "sense" to the student and college and "cents" to them.

The needs of the business world and the North Lake's educational philosophy are in tune in theory. The practical application of this theory is the real challenge. Academic Co-op can provide a no-nonsense method of servicing business expectations.

The Science, Government, Physical Ed or Liberal Arts major at North Lake is as much a part of the future business picture as the Tech/Occ student. This academic student has as much at stake in the employment picture of the community and should be prepared for it by learning about the business world before earning in it. This learning cannot be duplicated in the confines of the campus. To duplicate the free-enterprise, government-oriented community surrounding North Lake would mean the literal construction of a social and business operation on the acreage that surrounds this institution. This is unrealistic in terms of space and cost. In truth, this training ground has already been constructed a few short miles away - completely equipped, staffed, and financed. Academic Co-op Ed is indeed the most approachable passage way to this community classroom.

SETTING FOR ACADEMIC CO-OP:

Generally speaking higher education is often accused by the community of being non-responsive to student and business needs, but individual campuses such as North Lake and its faculty members are generally quite responsive to the needs of their particular clientele. Because of this empathy, North Lake responded to student and business requests for Co-op Ed in the non-traditional or academic areas of learning. During the spring semester of 1979 three academic teaching areas were incorporated into the co-op curriculum and the results far exceeded the expectations of the students, instructor/coordinators, and businesses involved.

With just a short one-week notice, personnel in Art, Government, and Math Computer Science were advised by the Vice President of Instruction at North Lake that these disciplines had been chosen as the "pilot" areas of Academic Co-op.

Instructor/coordinators were immediately selected, trained, and advised of guidelines; students were recruited from the previous semester's roles; training stations were established; seminars were arranged. One week into the semester, Academic Co-op became a reality at North Lake College.

Quality selection of students, instructor/coordinators, and training stations was the determining factor in the success of the academic programs. Careful monitoring by instructor/coordinators and the Co-op Director of the total process was excercised continually.

Of the 22 students who registered - (6 Computer Science, 8 Government, 8 Art) all but 3 completed the program. The reasons for non-completion were:

1. One Computer Science student could not be placed. He was a change-of-career student and could not quit his full-time job. With such short notice, a qualified training station could not be located to employ him on weekends only.

2. One Government student had family health problems that forced her to move to Houston temporarily.

3. One Government student had major surgery and dropped the course intending to re-enter in the fall.

4. All art students completed the course.

To save time and space and avoid repedity, the evaluations of students and instructor/coordinators are included in the appendices of this paper along with seminar topics. These reports speak for themselves and readily document the success of this academic venture.

RELEVANCY OF ACADEMIC CO-OP:

Academic Co-op Ed at North Lake has demonstrated that education is not confined to the classroom nor is it only for Tech/Occ students or the young. Students ranged from 18 to 55 years of age with the majority in the early 30 age group. Prior to proving the relevancy of Academic Co-op at North Lake the goals of the three involved components of the program - the student, the employer, and the college - must be acknowledged:

1. The college has an educational goal
2. The employer's goal is to obtain productivity and reduce turnover
3. The student's goal is to test the relevancy of the theory, obtain experience in the field, and develop personal business skills

The college's investment in the program produced the following:

1. A high retention of students in not only the co-op class but other classes taken as requirement for co-op acceptance (86.5% completed the program)
2. Academic Co-op students maintained or improved their academic standing
3. Instructor/Coordinators had an opportunity to observe first-hand current practices in businesses and the professions
4. A "natural" rapport between the business world and North Lake was strengthened
5. The instructor/coordinators kept abreast of innovations as students returned to the classroom from their co-op experience

General comments from students participating in the program were:

1. Off-campus training experiences gave greater meaning of relevancy to classroom study
2. Confidence, maturity, responsibility, and human relations skills were developed
3. Valuable experience was acquired for future resume's
4. Grade point average frequently increased

5. Opportunity to do more independent study than non-co-op counterparts

6. The work place provided an excellent opportunity for identifying problems and alternate solutions

7. Became more aware of the practical difficulties of getting something done in the world of work

8. Provided opportunity to associate with people of varying educational backgrounds, values, and attitudes in a working environment

9. Excellent contacts were made that could afford a head start in obtaining the best job after graduation

10. Learned the "How-to-do-it" PLUS the "Why-is-it-done" aspects of the job

11. Immediate attention was directed to personal development through the constant attention of the instructor/coordinator

12. The important objectives of the co-op course contributed to the total development of the educated person

13. Able to explore and "test" the environment of a chosen career field

14. Opportunity to earn college credit on a job that also supported the financial end of education

Co-op employers have the following to say about Co-op Ed:

1. Helps reduce employee turnover and acts as a low cost training and recruitment tool

2. Provides a flow of qualified talent and an opportunity to test and select students with needed abilities

3. Develops a mutual understanding between community and college and provides a smooth avenue of communication as to what the needs of business demands of college students

4. Regular and professional personnel in company are released for creative work

5. Business staff is motivated to continue learning to keep abreast of students' inquiries

The Co-op seminars provided a fertile area to develop work values, work attitudes, and employability skills through concentrated interaction with a small group of students and instructors. The seminars were considered most valuable by most of the students and the instructor- coordinators. Learning objectives were also rated very favorably.

ACADEMIC CO-OP FROM A NATIONAL POINT OF VIEW:

On a national scale, community colleges tend to be experimental and innovative in their teaching approach because finding ways to teach a diversity of students is a necessity - and necessity is the mother of invention. As a result, many such colleges throughout the country have already seen the value of Academic Co-op as a viable teaching method. These colleges have recognized that the primary motivation for learning in the 70's is the desire to use that knowledge directly in order to do, produce, or decide something NOW - in short, to take action immediately! Academic Co-op offers one solution to this area of motivation. Simply stated, Co-op Ed is positioned in that unexplored educational area between classroom and employment. This is a good place to be to effectively handle the education trend of the 1980's.

A partial list of the community colleges throughout the country involved in Academic Co-op is included in the Appendices.

NORTH LAKE'S COMMITMENT TO ACADEMIC CO-OP:

Even though no system has been developed on a state-wide level to incorporate and fund academic co-op in the community college curriculum, North Lake believed in the value of the program to such an extent as to initiate its existence in three academic areas on the local level. A vehicle was found to carry this progressive program in the form of the "individual studies" courses available through TEA guidelines. Most academic disciplines have a provision for this. It is a 3 hour, independent studies course that allows the inclusion of the traditional co-op guidelines.

In fact, no "exceptions" were necessary in following the general procedures dictated by the TEA and local district policies.

In brief, it follows these simple co-op guidelines:

1. A student must be concurrently enrolled in a course in his major field of study
2. A student must have had at least a semester of study in his major field and/or instructor approval to enroll
3. A student must be employed at least 15 hours a week for 16 consecutive weeks
4. A student must attend 16, one-hour, weekly seminars
5. A student must be salaried
6. A student must have three on-the-job objectives
7. A student must stay on a job and be enrolled in a consecutive class the entire semester in order to receive credit
8. The student will receive 3 hours of credit per semester

North Lake is so excited and optimistic about the initial venture into Academic Co-op Ed that it is locally investing in further development of the project by adding four more programs to the existing three for the fall semester of 1979. The Academic Co-op programs for the fall will include:

1. Art
2. Government
3. Math Computer Science
4. Biology
5. Journalism
6. Physical Education
7. Spanish/French

Training stations are being developed and instructor/coordinators advised for these programs during the summer months. Academic Training Stations are available, however, the initial creation of co-op in these areas requires a great deal of communication with the various community businesses.

Not only must students and faculty be orientated but also the businesses must be educated to the soundness of the program. North Lake readily accepts this assignment which will require time, patience, and an un-wavering faith in the three-fold program. Skill and diplomacy in professionally approaching these businesses is a must, thus - it is extremely important that the instructor/coordinators are carefully screened and totally committed to this concept before venturing into the business community to develop training stations. This is where the aid of a qualified Co-op Director is essential. A list of the types of training stations at North Lake involved in co-op spring 1979 can be found in the Appendices.

This is a pilot program, and, as such, must be approached with optimistic caution. Academic Co-op is not for all students or every instructor. It is a progressive program that demands dedication, quality-control, enthusiasm, and work. North Lake College of the DCCCD is not only committed to this opportunity but staking an un-wavering claim that it can function and it is educational very sound.

SUMMARY:

It is difficult to qualify results of a program that is designed to meet the diverse needs of many types of students and employers. The value of Academic Co-op at North Lake can only be properly accessed on human terms - those students who have made career decisions, those who will continue to set goals and objectives for themselves and evaluate their own progress, those who attained upward and lateral mobility because of visibility as a co-op student, those who have a better self-image because of their working experiences; those who became closeley tied to the campus through the personal attention of the instructor/ coordinator and finally those who have developed a more mature,

responsible attitude toward their employable future.

Hard work, strong determination, courage of conviction, unquestionable dedication, and a simple belief in the value of quality education for all students - these are all necessary ingredients for a successful Academic Co-op program. North Lake College is taking a giant step ahead of traditional education in moving into a new 1980's era by accepting the challenge of blending theoretical and applied learning in the academic disciplines. Academic Co-op Ed will demonstrate that these two parallel concepts of education do meet - in which work experience enriches learning and vice versa.

It is the dedicated, persistent intent of the Cooperative Education office at North Lake College to involve community, student, and campus in an on-going, dynamic program of Academic Co-op. This commitment is based on:

1. The need that is apparent and demanding
2. The organization that is already succesfully operating and committed
3. The value of the program that is three-fold and proven

REFERENCES

Anonymous, Philosophy of Cooperative Education at College of San Mateo

Cross, Patricia K., Presentation for the 14th International Conference for Cooperative Education, San Francisco, April 12, 1978

Tough, Allen, "Why Adults Learn": Adult Education #3, Toronto, Canada: Department of Adult Education, The Ontario Institute for studies in Education, 1968

Chronicle of Higher Education, "More Co-op Programs Urged at Higher Level", 1977

APPENDICES

COMMUNITY COLLEGES OFFERING
ACADEMIC CO-OP

The following list of community colleges nation-wide is but a sampling.

These campuses offer co-op in all four of the following disciplines:

ART

HUMANITIES

SOCIAL SCIENCE

NATURAL SCIENCE

Arizona Western College, Yuma, Arizona

Maricopa Technical Community College
Phoenix, Arizona

East Arkansas Community College
Forrest City, Arkansas

Bakersfield College
Bakersfield, California

Broward Community College
Ft. Lauderdale, Florida

The Loop College
Chicago, Illinois

Roosevelt University
Chicago, Illinois

Burlington County College
Pemberton, New Jersey

Ocean County College
Toms River, New Jersey

Somerset County College
Somerville, New Jersey

Westmoreland County Community College
Youngwood, Pennsylvania

Shelby State Community College
Memphis, Tennessee

Snead Jr. College, Boaz, Alabama

Lane Community College
Eugene, Oregon

Waldorf College
Forest City, Iowa

Becker Jr. College
Leicester, Massachusetts

Berkshire Community College
Pittsfield, Massachusetts

Macomb County Community College
Warren, Michigan

Staten Island Community College
Staten Island, New York

Utah Technical College--Provo
Provo, Utah

Community College of Vermont
Montpelier, Vermont

Ferrum College
Ferrum, Virginia

Virginia Western Community College
Roanoke, Virginia

Lower Columbia College
Longview, Washington

ACADEMIC TRAINING STATIONS

FOR SPRING 1979

GOVERNMENT

A Community College District's lobbying office

A County School system

Transportation (School busing)

Media Department

An attorney

A U. S. Senator

A County Hospital District

City Government

ART

A Wholesale Drug Company

A Newspaper

A Department Store

A Financial Institution

A College

A Pre School

A Manufacturing firm

MATH COMPUTER SCIENCE

2 Electronics firm

2 Data Processing firm

1 Financial Institution

Student's comments on Academic Co-op:

"Any study of government involves active participation. This may include a prestigious high ranking post, or it may be a 'grass roots' effort of representation and service ... The experience of this cooperative education are invaluable and will be an experience I will not soon forget. This is a valuable learning experience and I heartily recommend this program to any interested student." Kenneth Lee Porter, Government 205

"Learning through experience is an excellent method of learning and such has been the case for me in the Academic Co-operative Program. I have studied the legislative process in other government courses but never fully understood the mechanics and forces involved in the process. Through the Government Co-op 205, I have had the opportunity to observe first hand the process, and in some instances, to actually participate ... I have learned more government--the steps, processes, and strategies--from this course than any other course and have done it through active participation.

I truly hope that another student will have the valuable experience of working with Jan Sanders and the District Office through Government Academic Cooperative Programs."

Sue L. Cundieff, Government 205

MEMORANDUM

To: Shirley Farrow
Martha Hughes
Clen Bounds
Donald L. Newport

From: Lynn R. Brink LRB

Subject: Government Cooperative Education at North Lake College

Government Cooperative Education at North Lake College began in the Spring Semester of 1979 on short notice and a great deal of hope and enthusiasm. Eight students were initially recruited and were placed in various governmental agencies in the Metropolitan Area. All levels of government, federal, state, and local were included. Specific hiring agencies, (training stations) included:

24th Congressional District--Congressman Martin Frost
DCCCD Governmental Laison--Mrs. Jan Sanders
Dallas County Schools--Superintendent C. T. Tindle
City of Grand Prairie--Parks and Recreation Department
Dallas County Hospital District--Office of Administration and Personnel
Attorney in Private Practice--Mr. James Vecchio

North Lake's students worked fifteen hours per week in their training stations and returned to campus once each week for a seminar. Tremendous cross fertilization of ideas and experiences occurred during these seminar sessions. The workings of all levels of government were discussed, questions were posed and answered, and experiences were shared. The seminar sessions were exciting and extremely fruitful, for students and instructor alike.

At the conclusion of the semester, the students submitted an account of their experiences in a formal paper along with an annotated bibliography of ten readings chosen to enrich specific work experience. Evaluation of the course combined a self evaluation, based on realization of goals and objectives with an instructor/supervisor rating.

A highlight of the semester was the course being designated as a Talented and Gifted Course for Adults. All the students in the course qualified for a Talented and Gifted "H" designation on their North Lake Official Transcript.

North Lake's Government Coop Program should definitely be continued in fall and spring semesters in the future. In addition to giving students invaluable "hands on" learning experiences in governmental agencies, it provides the instructor with an ongoing continuing education into the governmental process at all levels of government. I have learned more than the students this semester!

We have been negociating with some additional training stations for the future designed to give our students some tremendous work opportunities. Pending are work stations with:

Dallas/Ft. Worth Airport Authority
5th Congressional District--Congressman Jim Mattox
City of Irving
Dallas County Commissioners Court
City of Carrollton
City of Farmer's Branch
Dallas County Budget Office
Nuclear Regulatory Commission
Small Business Administration

M E M O R A N D U M

TO: Shirley Farrow
B. T. Anderson
Glen Bounds
Don Newport

FROM: Ken McCool

SUBJECT: Academic Co-op in Computer Science - A Pilot Program, Spring 1979

I have been supervising six students this semester (Spring '79) in computer science; four of six will complete the program. One student was enrolled for only one semester hour of credit and we were unable to secure a job for him in computer science for less than ten hours of work per week; the other student who did not complete the program was unable to meet program requirements for personal and professional reasons.

Three primary aspects of academic/computer science Co-op are most noteworthy in my estimation. First, just the concept itself, namely, the interfacing of student, job, and education is a vital educational concept. Students are more confident in their career choice because of Co-op experience.they have some extra money to finance their educational and personal lives, and their practical experience is commensurate, level by level, with their formal educational training (such dual growth is critical in my opinion in a healthy maturation process).

The second aspect of Co-op is the development of the students I supervise in the affective domain. Seminars have been strongly devoted toward the psychological and emotional spheres of the whole work ethic. I am confident that my students have grown more in these areas than in the mechanical skills that their jobs may demand.

Thirdly, North Lake College does not have the inventory of equipment necessary to provide my students with the experience they are getting off campus. Each one of my students is acquiring job experience at his/her job site on equipment which would be prohibitive in cost for the college to provide each student at this time.

I must also briefly document my own personal and professional growth in the above endeavor. I have a better understanding of the needs and concerns of the young person in his/her desire to function as an adult; I feel much closer to each of my students and I empathize with their difficulties in "surviving" in our American way of life. I also am professionally more "expert" having indirectly interacted with a new generation of computer technology.

Finally, all of my feedback from supervisors at various job sites has been positive toward the student and this new direction in education. They, like myself, must ask the question, "Why has this been so long in coming?" Academic Co-op is "relevant."

M E M O

TO: SHIRLEY FARROW
GARY SWAIM
GLEN BOUNDS
DON NEWPORT

FROM: RACHEL McCLUNG RM

SUBJECT: ART CO-OP PROJECT AT NORTHLAKE (SPRING '79)

QUOTE FOR THE DAY: JOSEPH JOUBERT
IT IS BETTER TO DEBATE A QUESTION
WITHOUT SETTLING IT THAN TO SETTLE
A QUESTION WITHOUT DEBATING IT.

QUESTION: IS ACADEMIC CO-OP WORTH IT?

ANSWER: YES!

TEN STUDENTS WERE RECRUITED FOR THE ART CO-OP PROGRAM AT NORTHLAKE FOR THE SPRING SEMESTER,1979. TWO STUDENTS DROPPED BEFORE THEY COULD BE OFFICIALLY ENROLLED (FLEX-ENTRY) IN LATE FEBRUARY; ONE STUDENT REQUIRED NUMEROUS INTERVIEWS AND PLACEMENT IN TWO SEPARATE JOBS; ONE STUDENT RECEIVED AN INCOMPLETE GRADE DUE TO TWO FAMILY HEALTH EMERGENCIES; AND ONE HANDICAPPED STUDENT WAS PLACED IN A REWARDING AND STIMULATING TRAINING STATION. . . ALL IN OUR FIRST SEMESTER OF OPERATION.

FORTY INITIAL CONTACTS WITH PROSPECTIVE EMPLOYERS CULMINATED ORIGINALLY IN TEN JOB POSITIONS, WITH PAY FOR STUDENTS RANGING FROM $2.65 TO $4.25 PER HOUR. FOUR STUDENTS WILL CONTINUE IN THEIR JOBS OVER THE SUMMER. TWO OF THE TRAINING STATIONS HAVE INDICATED A DESIRE TO ADD ADDITIONAL PERSONNEL FOR FALL. FIVE OF THE ORIGINAL TEN TRAINING STATIONS PROVIDED TECHNICAL EXPERTISE AND EQUIPMENT NOT CURRENTLY AVAILABLE TO STUDENTS IN OUR SCHOOL SYSTEM.

SEMINAR TIME WAS SPENT DEVELOPING THE STUDENTS' PERSONAL RESOURCES. MOST STUDENTS BEGAN TO DEVELOP A PROFESSIONAL PORTFOLIO, DESIGNED A PERSONAL LOGO, COMPLETED A ROUGH DRAFT ON A RESUME, AND WENT THROUGH A MOCK PERSONNEL INTERVIEW. THE FINAL PROJECT, IN LIEU OF AN EXAM, WAS A GROUP EFFORT--A PHOTO ESSAY OF 30 PIECES DEPICTING THE CO-OP EXPERIENCE AT NORTHLAKE. NINETY PERCENT OF THE STUDENTS' GOALS AND OBJECTIVES WERE ACHIEVED.

APPROXIMATELY 20 HOURS OF MY TIME WERE SPENT IN DEVELOPING PROCEDURES, SPECIAL COURSE MATERIALS, AND COURSE DOCUMENTATION. FIFTEEN SEMINARS WERE CONDUCTED, 31 PERSONAL CONFERENCES WERE HELD WITH STUDENTS, 19 VISITS TO TRAINING STATIONS WERE MADE, AND 13 PHONE CONTACTS WITH EMPLOYERS WERE INITIATED.

MAN WAS DESIGNED FOR ACCOMPLISHMENT,
ENGINEERED FOR SUCCESS,
AND ENDOWED WITH SEEDS OF GREATNESS

Suggested Cooperative Education Seminar Topics

North Lake College-Shirley Farrow

I. EMPLOYABILITY SKILLS DEVELOPMENT

A. Self-Inventory .. How do my likes and dislikes fit into the job scene?
B. Work Values .. My feelings about work, will they help or hinder?
C. Selling Yourself .. Do I have a product that is marketable?
D. Reasons for Working .. Why Am I doing all this?
E. Job Possibilities .. Where can I work with the skills I am learning? Where are the jobs?
F. Ways to find a job .. I'm ready .. now what do I do first?
G. Business terms and abbreviations .. What do they mean?
H. Reading the want-ads .. Is it for real?
I. Job Benefits and Wage Deductions .. What they mean to you and your pay check.
J. Social Security .. Your paycheck now .. your retirement in the future .. Will it all make cents?
K. Income Tax Withholding .. How much and why?
L. Labor Unions .. The whys and wherefores .. Making a decision.
M. Employment Tests .. How to pass them and what to expect.
N. Polygraph Tests .. What are they trying to prove .. and WHY?
O. Terms on Application Blanks .. How to interpret and get the job.
P. Resume' and Personal Data Cards .. Pulling your life together.
Q. Filling out an Application Form .. Separating the job-seekers from the job-finders .. one thin sheet of paper will do it.
R. Letter of Application .. The only route to certain jobs.
S. Job Interview .. probably the most important job you will ever have.
   1. Look and act like a winner .. grooming, posture, attitude. A company can't make a profit with losing material.
   2. How to answer common (or uncommon) interview questions? Where do you expect to be in ten years?) The questions are not enough .. <u>you need the answers</u>.
   3. Beginning the interview .. what to do, say, and expect.
   4. Talking with the interviewer .. It's an art .. TRUE ART.
   5. Questions to expect during the interview .. HAVE The Answers.
   6. Questions to ask during the interview .. there must be some .. A MUST !!
   7. Closing the interview .. signs that it is all over. Look for them and act.
   8. The Interview follow-up. The icing on the cake. Sets you apart.
   9. You're hired! Now what?
T. Hints to keep a job. It's never down hill.
U. When you fail to get the job. Two steps forward, one back. Bouncing back.
V. Reasons people lose their jobs. Learn from the experience of others. One on-the-job experience you don't need.
W. Changing jobs, when the other pasture is greener.
X. How to resign a position .. never burn your bridges.

II. BUSINESS BEHAVIOR

A. Business manners with the supervisors and the public .. the art of confidence.
B. Communications in business .. a whole new program.
   1. Speaking .. in groups, one-to-one, assemblies
   2. Writing .. memos, requisitions, reports, orders
   3. Body language .. the all-important non-verbal language
C. Office and company rumor mills .. sure destruction if fed.
D. Hard work .. it can be exciting and rewarding. It should be cultivated.
E. Dependability .. four key word to success ...
F. Sales .. selling yourself every moment of your life.
G. Cost-consciousness .. it's really your pocketbook.
H. Physical fitness .. Anything is better when you feel good.
I. Personal grooming .. who's affected?
J. Mixing business with pleasure .. what's the difference?
K. How to disagree .. agreeably.
L. Sharing honors .. you'll be the hero.
M. Taking yourself too seriously .. add a dash of humor to your life.
N. Carrying your share of the load .. it's what executives are made of.
O. Handling the public .. Are they always right?
P. Listening .. a lost art. Discover this treasure.

III. BUSINESS ATTITUDES

A. Human Relations .. You can't escape.
B. Human Relations .. They'll make or break you.
C. Adjustment on the job .. Shape up or Ship out!!
D. A positive attitude .. worth a lifetime of pleasant memories.
E. Vertical and Horizontal Working Relationships .. a different approach?
F. Fundamentals of good working relationships .. fertile ground to grow.
G. What the boss seeks .. how to measure up to your best.
H. How to compensate for youth or inexperience .. you have to start somewhere .. now is a good time.
I. Women .. Building good working relationships with dedicated women.
J. Men .. Building good working relationships with dedicated men.
K. First Impressions .. You only have <u>ONE CHANCE</u> to make a <u>FIRST</u> impression.
L. How to handle teasing and testing on the job .. it's really an inside compliment.
M. PFW .. Promotion from within .. does it matter to you?
N. Patience .. how to make a patience suit.
O. Release frustration harmlessly .. kick a coke box.
P. Decisions .. Decisions .. Decisions .. when and how to make them.

IV. GOALS IN THE BUSINESS WORLD

A. Defining a goal .. is it necessary on the job.
B. How to set goals .. if I need them, how do I find them?
C. Reaching goals .. is this all there really is?
D. Success .. how will I recognize it?

V. WINNING THE GAME OF WORK

A. Education covers a lot of ground .. but it won't cultivate it.
B. Work is the price of a ticket to the road to success.
C. When the going gets tough, the tough get going.
D. When you point a finger, there are three pointing back at you.
E. Like what you are doing and you'll do what you like.
F. The way to a raise is paved by your efforts to raise the company.
G. Give a man a fish, he will eat for a day .. teach a man to fish and he will eat for a lifetime.
H. Work week or weak work .. it's your decision.
I. Life is a grindstone .. will it polish you up or grind you down.
J. Work for your life .. it depends on it.
K. Stay busy . idle minds and hands are the devil's workshop.
L. The difference between a big shot and a little shot .. is the little shot kept shooting.
M. You only fail .. when you admit it.
N. Persistence overcomes resistence.
O. Self-discipline .. another word for maturity.
P. Yearning power is more important than earning power.
Q. Take a lemon and make lemonade.
R. Achieving is contagious.
S. You'll get what you want when you help others get what they want.

VI. BLENDING YOUR PERSONAL LIFE WITH YOUR WORK LIFE

A. Leisure time .. plan it well and use it wisely.
B. Examine priorities and organize your life.
C. Realism .. income expectations and income realities.
D. Personal expectations which conflict with family and friends!
E. Family and job lifestyles .. are they in tune?

VII. INDIVIDUAL PROBLEMS

A. Handling criticism .. how to handle it.
B. Personality conflicts on the job .. clues to solutions.
C. Losing battles and winning wars.
D. Different strokes for different folks .. it's a world of differences.
E. Self-Image .. using your own mirror or those of others.
F. Handling success.
G. Handling set-backs.
H. Safety on the job .. accidents are the most costly aspect of a business.
I. How to handle confidences.

COURSE PROGRESS INDICATOR
CO-OP ART PROGRAM
RACHEL McCLUNG

FEB. 6 FIRST CLASS MEETING
(OVERVIEW OF CO-OP PROGRAM)

FEB. 13 WORK ON WORK DESCRIPTIONS AND PERSONAL INVENTORY

FEB. 20 HOW TO DEVELOP A LOGO TYPE

FEB.27 PORTFOLIO DEVELOPMENT PROJECT, PART I.
INSTRUCTIONS FOR FLEX-ENTRY ON FEB. 28

MARCH 6 HOW TO WRITE A PROFESSIONAL RESUME
(LOUISE MILLER CONSULTANT)

MARCH 13 SPRING BREAK !!!

MARCH 20 COMPLETION OF RESUME

MARCH 27 HOW TO DEAL WITH THE JOB INTERVIEW
(CONSULTANT TBA)

APRIL 3 PORTFOLIO DEVELOPMENT PROJECT,PART II.

APRIL 10 PORTFOLIO DEVELOPMENT PROJECT, PART III.
(LEE CRAULEY, CONSULTANT)

APRIL 17 FREE CLASS (PROJECT TBA)

APRIL 24 TAX LAWS FOR SMALL BUSINESS PEOPLE
(COOPER AND LYBECK ACCOUNTING, DALLAS)

MAY 1 PERSONAL CRITIQUES AND WORK EVALUATIONS

MAY 8 PERSONAL CRITIQUES AND WORK EVALUATIONS

COMPUTER SCIENCE SEMINAR TOPICS

1. Letter of Application . . . The only route to certain jobs.
2. Job interview . . . probably the most important job you will ever have
3. Hints to keep a job. It's never down hill.
4. When you fail to get the job. Two steps forward, one back. Bouncing back.
5. Reasons people lose their jobs. Learn from the experience of others. One on-the-job experience you don't need.
6. Changing jobs, when the other pasture is greener.
7. How to resign a position . . . never burn your bridges.
8. Business manners with the supervisors and the public . . the art of confidence.
9. Communications in business . . a whole new program.
10. PFW . . Promotiom from within . . does it matter to you?
11. Decisions . . Decisions . . Decisions . . when and how to make them.
12. Defining a goal . . is it necessary on the job?
13. When the going gets tough, the tough get going.
14. Self-discipline . . another word for maturity.
15. Realism . . income expectations and income realities.
16. Personality conflicts on the job . . clues to solutions.

GOVERNMENT CO-OP SEMINAR TOPICS

1. THE CONGRESSIONAL OFFICE
2. CITIZEN INVOLVEMENT ON LOCAL BOARDS AND COMMISSIONS
3. THE DALLAS COUNTY SCHOOL BOARD--AN ARM OF COUNTY GOVERNMENT
    - A. TRANSPORTATION FACILITIES
    - B. AUDIO-VISUAL FACILITIES
    - C. INTERGOVERNMENTAL RELATIONSHIPS
4. LITIGATION PROCEDURES
5. LOBBYING TECHNIQUES
6. THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT--"A SPECIAL DISTRICT"
7. THE DALLAS COUNTY HOSPITAL DISTRICT--"A SPECIAL DISTRICT"
8. WAGE/HOUR AND UNEMPLOYMENT COMPENSATION
9. THE CITY OF FORT WORTH--"WATER UTILITIES"
10. THE CITY OF GRAND PRAIRIE
11. THE TALENTED AND GIFTED PROGRAM
12. BODY LANGUAGE
13. WRITING AND WORKING BY OBJECTIVES
14. SETTING UP THE CO-OP INTERNSHIP WITH LOCAL GOVERNMENTAL AGENCIES
15. THE FEDERAL BUREAUCRACY
16. QUASI-GOVERNMENTAL BODIES

COOPERATIVE EDUCATION
JOB-RELATED LEARNING OBJECTIVES

James R. Henderson — Student
Electronic Associates — Employer (Company Name)
Semester & Year Spring 1979
College North Lake College
Course Number DS903
Section Number 001

Part 1 — What are you going to accomplish?
Part 2 — How are you going to accomplish it?
Part 3 — How will you measure the achievement of your objectives?

OBJECTIVE 1 — Achievement

Part 1 Develop "Load Go" program for each 1044 interface diagnostic. Organize card file to correspond. — Yes___ No___
Part 2 Study standardized procedures. Work with supervisor on items not clear. Set up card file incidental to program order.
Part 3 Supervisor will verify program completion when all test are organized.

OBJECTIVE 2

Part 1 Verify correct operation of each test. Verify each test option. — Yes___ No___
Part 2 By running each test individually and checking all switching options to make sure they work.
Part 3 Will have supervisor recheck when all bugs are worked out.

OBJECTIVE 3

Part 1 Document tests: (a) Index tests (b) How to run tests (c) Option selections (d) describe test operations (e) how test works to — Yes___ No___
Part 2 Will develop systematic breakdown of each test and its functions, all to be recorded. diagnose hdw. prob
Part 3 Will submit copy of documentation when complete.

OBJECTIVE 4

Part 1 — Yes___ No___
Part 2
Part 3

We the undersigned agree to the validity of the objectives:

Date	Student	Supervisor	Instructor/Coordinator
2-2-79	J. Henderson	Tim Saunders	Ken McCool

Distribution: White—Cooperative Education Office Yellow—Instructor/Coordinator Pink—Student Goldenrod—Supervisor

COOPERATIVE EDUCATION
JOB RELATED LEARNING OBJECTIVES

Anne Elizabeth Funk
Student

Assosiates Financial Services
Employer (Company Name)

Semester & Year Spring 1979
College North Lake DCCD

Course Number 903
Section Number 080

Part 1 -- What are you going to accomplish?
Part 2 -- How are you going to accomplish it?
Part 3 -- How will you measure the achievement of your objectives?

OBJECTIVE 1 — Achievement

Part 1 I will acquire the knowledge to convert a 2 projector slide show to 1 projector — Yes ____

Part 2 Mr. Arkwell will demonstrate procedure, I will follow it and review — No ____

Part 3 I will have achieved this objective if after reviewing, Mr. Arkwell is pleased with the results.

OBJECTIVE 2

Part 1 My 2nd objective is to assist as much as possible in the production of a 2 projector show — Yes ____

Part 2 I will contribute in photography and lend ideas for the composure of the audio and visuals. — No ____

Part 3 I'll measure my achievement by Mr. Arkwell's opinion of my effectiveness in contributing and also by my own self analysis.

OBJECTIVE 3

Part 1 I'll design and produce an informative brochure about the Training Dept.'s Audio Visual Dept. to be entered in the Industrial Photography — Yes ____

Part 2 contest sponsored by Tech. Photo. Mag. come up with a layout, discuss with Mr. Arkwell, write copy, shoot — No ____

Part 3 photos, and illustrate
Success of the brochure will depend on our placing in the contest.

OBJECTIVE 4

Part 1 Iwanna design and produce a certificate for 1.5 club members — Yes ____

Part 2 After Mr. Arkwell approves, I'll proceed with the artwork. — No ____

Part 3 Mr. M.G. Bridge Sr. V.P. of the Training Dept. will evaluate.

We the undersigned agree to the validity of the objectives:

3-28-79	Anne Funk	D. Arkwell	R. Mullen
Date	Student	Supervisor	Instructor/Coordinator

Distribution: White—Cooperative Education Office Yellow—Instructor/Coordinator Pink—Student Goldenrod—Supervisor

COOPERATIVE EDUCATION
JOB-RELATED LEARNING OBJECTIVES

Student: Sue L. Cundieff
Employer (Company Name): DCCCD
Semester & Year: Spring 79
Course Number: Govt 205
College: North Lake
Section Number: 001

Part 1 — What are you going to accomplish?
Part 2 — How are you going to accomplish it?
Part 3 — How will you measure the achievement of your objectives?

OBJECTIVE 1 — Achievement

Part 1 By the end of the semester, I will be able to define in general terms the responsibilities of a lobbyist. Yes___ No___
Part 2 I will observe the lobbyist and be able to relate some of the methods by which she is able to persuade the legislator to support her vi
Part 3 I will demonstrate my knowledge of the process through my discussion with my supervisor and instructor.

OBJECTIVE 2

Part 1 By the end of the semester, I will be able to relate the general steps through which a bill must pass before it becomes a law. Yes___ No___
Part 2 I will discuss the steps with my supervisor and observe the actual process in Austin.
Part 3 By observing the processes, I will report the progress of a bill.

OBJECTIVE 3

Part 1 By the end of the semester, I will be able to describe how several institutions of higher education cooperate to accomplish desired goals. Yes___ No___
Part 2 I will locate information of the institutions' positions and observe the results of conferences and compromises.
Part 3 I will explain the initial positions of each institution, the final results, and compromise procedure.

OBJECTIVE 4

Part 1 Yes___ No___
Part 2
Part 3

We the undersigned agree to the validity of the objectives:

Date	Student	Supervisor	Instructor/Coordinator
16 February 79	Sue Cundieff	Jan Sanders	Lynn R. Bunk

Distribution: White—Cooperative Education Office Yellow—Instructor/Coordinator Pink—Student Goldenrod—Supervisor

A CONGRESSIONAL AIDE

JANUARY 3, 1979--the day our new Congressman Martin Frost offically was placed on the federal payroll--and the day I began my first work experience as a caseworker and aide in his Grand Prairie-Irving Office!

I naively had assumed that when an elected official took office, magically phones would work, desks would be positioned, typewriter and paper would be neatly in place..... Doesn't work that way. So, for the first few weeks my colleague and I begged, borrowed and stole what we could to formulate the semblance of an office. Gradually the boxes began to arrive from GSA (General Services Administration), the agency in charge of "outfitting" federal offices.

Because I had never held a paid position in my life, I felt particularly insecure and hesitant during those early weeks in January. I can remember being so excited when I finally learned the button system on the telephone! The FTS line (Federal Telephone System--network somewhat like a WATS line) was yet to be mastered.

But slowly as constituents began to call or drop in requesting our help, I learned by actually following through casework. One of the first was a veteran who insisted he should have 100% service connected disability payments from the Veterans Administration (VA). He was in a wheelchair, had been treated unfairly, etc. etc. My heart bled for him, his poor wife and little babies.

My next step was to call the VA area office in Waco. (Each federal agency has special numbers reaching experienced personnel that do

nothing but work and deal directly with Congressional and Senatorial requests. The agencies want to put their best foot forward for funding purposes.) The VA congressional liaison checked on my case informing me that the gentleman in question had a large thick file requesting year after year the 100% service connected disability. He had been let out of the service because of the beatings he kept giving his former wife and boys, and his wheelchair confinement stemmed from polio acquired after being discharged. Soo---lessons began to be learned, the first being that our initial cases were basically old timers "trying out" the green congressional staff.

As the Congressman began to visit the district, generating news, the caseload began to increase. Each new case brought new learning experiences, such as writing the warden of a federal penitentiary, referring a case to another congressman or state representative, finding out about military schools for delinquents, or student loans, or bed bugs..... Not all cases are crazy, exotic or invalid. Most are in need of help cutting some red tape, understanding governmental jargon, or congressional weight in examining a difficult decision.

Sometimes we have felt uncomfortable with the agencies' explanations of some cases, and being green and innocent, we have traipsed on to the "top" of the Washington bureaucracy. How happy we have been too, that we have persisted in several cases. This action would prove a turning point. One case in particular was actually getting hungry, and the VA Hospital stated emphatically it had lost his papers to verify his claim for a temporary extention of his 100% disability. Pushing, pushing at the top, head cheese of the

congressional liaison office in the Washington VA office, called two days later reporting a check was on the way. In other words, when we believe a constituent truly has a sincere problem and is in the right, we will go to bat for him or her. It is amazing what tenacity and a congressional name can do when the going gets tough.

Part of the setting up of a congressional office to work on cases is instituting a filing and computer system. At first the "numbers" that have to be placed on each piece of paper boggled my mind. I thought I would never understand which number to use on which color of copy paper and then finally bow to file them. But slowly, slowly, it all began to make sense. The filing and computer system is such that any member of our staff, both in Washington and in the district can walk into any of our offices and find whatever is needed. We are still trying to cope with filing topics of information and agencies for our own personal use. So much paper!

As mentioned earlier, learning how to work the telephone buttons without cutting off the incoming party was a highlight. But through the slow process of experience I feel I gained real progress in developing skills to improve my office efficiency. For instance, I had to learn I must not rely on my memory for certain details of casework. After "losing" several scraps of paper containing important information, I began to get my act together. Now I have developed a system, working on legal pads, of dating each and every phone call and writing down everything in a systematic way. I might not have time to officially "open" or "close" a case for several days; but at least I now know where all the information is in order to eventually do so. To

explain "open" and "close" of cases: we must put pertinent data--name, address, date, and computer code number (i.e. Veterans Administration, Social Security, in or out of district) on special forms. These forms are sent periodically to our main office in Oak Cliff for our computer operator to punch out to be stored in a computer headquartered in Baltimore, Maryland. The purpose of this is for the Congressman to be able, for example, to easily obtain a list of service connected veterans who requested help in order to alert or ask input of them for a special bill before Congress.

In such apolitical situation as a congressional office, we are well aware that one of the primary desires of the boss is his reelection. Consequently, every person who steps through our door, calls us on the phone, or for that matter, sees us in the grocery store is a potential voter. Futhermore, we represent to many people, their only direct contact with the federal government. Therefore, we understand the necessity of treating each and every person with warmth and courtesy. However, once in a while when a lonely elderly person begins to consume too much of our time pouring out his or her life history, we begin to use techniques we have developed over the past few months to cut short the visiting. Now we are able to sense the situation and say to the trapped colleague, "You have a call from Washington," or "Don't you have to leave for an appointment at 2:00?".

My most favorite aspect of my job is the fieldwork. This is actually getting out into the community, attending ground breaking and flag raising ceremonies, luncheons, meeting public officals, and visiting

the elderly at the Senior Citizens Center. Congressman Frost hired his staff according to where they live in the district in order that we serve as weathervanes and as exposure for him. Because of past extensive involvement in Irving community affairs, I naturally can read the pulse of the city more accurately than even the Congressman. It is my responsibility to keep him up to date on what is going on, potential problems, and prospects for his intervention. When he visits the district, I am expected to actively seek activites and meetings that he can attend, plus line up appointments to demonstrate his availability. I then attend these functions and appointments with him, jotting down subjects, questions, and names.

After he returns to Washington, my responsibilities continue as I write personalized letters to each and every person with whom he has had some contact. The letters are sent over to the Oak Cliff District Office for inspection and signature by our district manager. I also complete any research necessary to follow up on some constituent's request or question and see that the appropriate reply is sent.

As I previously noted, when the Congressman visits the district, our workload increases ten fold. The job no longer becomes a part time 20 hour a week exercise. Even my weekends are not my own as I bump along in a jeep with the Congressman on a Saturday afternoon to inspect the Irving sanitary landfill, or visit a sewage treatment plant. We are into problems of garbage these days!

It is amazing what citizens think a congressional office can do:.....

"Can you get my husband out on parole early?"

"Can you find out if my sister-in-law made it through the Vernon tornado alive?"

"I am AWOL and can you get the Army to allow me to go ahead with my wedding tomorrow before the M.P.'s pick me up?"

"Would the Congressman like to see my machine for discovering oil?"

"I don't have any money to pay a doctor for a physical to complete my Social Security claim. What will I do?"

Somehow--so far--we are able to help to some degree on almost all fronts--if nothing more than act as a sounding board. By law, a congressman cannot intervene in an opinion of an agency, but the cutting of red tape is quite possible. It is exciting, unpredictable work and I feel I have grown immeasurably in skills and in self awareness and assurance these past four months.

The author carefully explains through the historical review of individual committee chairman and members that there is no set formula frozen with the committee throughout time. It is whatever political pressures of the time that dictate the direction, the power and organization of the committee. The book is somewhat dated, just because of these historical aspects. For instance, the present chairman chooses not to play a heavy dictatorial role as his been used in the past, allowing more legislation onto the floor.

FEDERAL BENEFITS FOR VETERANS AND DEPENDENTS, Veterans Administration, January 1, 1979

A handy 71 page book, this was written for veterans and their families, explaining the different types of benefits available. The index of benefits lists such items as alcoholism treatment, aids for the

blind, burial flags, death payments, job-finding assistance, medical care for former members of the Government of Czechoslovakia or Poland .....to Spanish American War and wheelchair homes. The difficulty for most laypersons in reading the book, is that so much government jargon is used that one has to become totally familiar with veteran problems before the words make sense.

YOUR MEDICARE HANDBOOK, Department of Health, Education, and Welfare, January 1977

This is an excellent 62 page booklet written for those eligible for medicare. It explains how the program is designed for people 65 and older and for some who are under 65 but who are disabled. The Federal Government program is run by the Social Security Administration and contains two parts; Hospital insurance and medical insurance. The booklet is carefully indexed and easily readable in large print explaining exactly what medical expenses will be covered and how claims are processed.

INTRODUCTION TO MEDICARE--A BASIC ORIENTATION, Social Security Administration, Bureau of Health Insurance, July 1, 1977

This 55 page booklet is designed for the specific purpose of training Social Security Administration employees. In contrast to the previously described booklet, "Your Medicare Handbook," this piece seems designed for the kindergarten age--complete with cartoons, "funny" little graphs, and strong big arrows "to point the way of learning" for a federal employee. Hmmmm.....

GOVERNOR'S COMMITTEE ON AGING BIENNIAL REPORT, September 1976-August 1978, Office of the Governor, Committee on Aging, State of Texas

A comprehensive report and review of Texas' Committee on Aging which

administers Federal funds along with matching state and local funds and resources for a variety of programs for the aged. The report gives a rather lengthy explanation of how the many programs such as nutrition, transportation systems, medical screening, and home repair projects are administered through the Area Agencies on Aging. There is also a good bit of data on elderly population and its distribution.

Lucinda Hendrick
Govt. 205
May 10, 1979

READINGS FOR GOVERNMENT 205

POINT COUNTERPOINT--READINGS IN AMERCIAN GOVERNMENT, Herbert M. Levine, General Learning Press, 1979

Is Congress Ineffective
"Will Sunset Laws Give Congress More Power to Control the Bureaucracy?"

YES--Peter DeLeon (Political analyst for Rand Corporation)
"Sunset Laws Are Necessary"

DeLeon believes sunset legislation is a worthwhile and tangible objective. The proliferation of the number of agencies and programs plus the fact that the nation can no longer afford whatever programs it wishes, makes it mandatory to consider sunset legislation. His answer to "Is it Doable?" is--one needs to ask if there is any alternative? He believes the authorizing committees should indeed be the review bodies because they have the pertinent expertise and organizational memory to recall original rationale behind creation of the bill. Author is not as specific as he should be on actual details as to how the mechanics of sunset legislation should work.

NO--Ron Randall (Political Scientist at University of Toledo)
"What's Wrong with Sunset Laws"

Author considers sunset legislation an impossible task because of the enormous number of federal programs, the cost involved, and the staff increases needed for each standing committee that does the evaluation. Mr. Randall's second major concern is that the attempt to produce zero-base reviews for all programs would create a severe bias against social welfare programs due to the difficulty of assessing dollar figures to the benefits and costs of such programs. This author is far more specific in his arguments.

RALPH NADER CONGRESS PROJECT--WHO RUNS CONGRESS, by Mark J. Green, James M. Fallows, David R. Zwick, published by Bantam/Grossman, 1972

This is a most candid and readable assessment of how Congress operates--really. After working only a short time in a congressional office, I found much of the information--owning Congress, influencing Congress, and ruling Congress--to be pretty accurate. What makes this study particularly valuable is the final chapter, "A Primer on Citizen Action." I must admit however, that the suggestions will hardly be absorbed by the general public. However, long may there be Ralph Naders and their raiders--proving the excitement, validity and freedom for such watchdogs of our system.

THE HOUSE RULES COMMITTEE, by James A. Robinson--The Bobbs-Merrill Company, Inc., 1963

This little book explains the historial rise of power and procedures of the House of Representatives Rules Committee and how they operate.

YOUR RIGHT TO QUESTION THE DECISION MADE ON YOUR SSI CLAIM, U.S. Department of Health, Education, and Welfare, Social Security Administration, April 1977

This has proved to be a most valuable little brochure carefully detailing exactly how a client challenges the decision made by the Social Security Administration on his or her supplemental security income. The same brochure applies to denials of Social Security Disability. Listed are the four steps a client must take in his or her challenge:

1. Reconsideration
2. Hearing
3. Appeals Council review
4. Federal court action

and explains what each step entails. Generally a congressional office

sees a client during one of these steps as he or she attempts to improve the outcome.

ALASKA LANDS, National Wildlife Federation's Conservation Report, March 9, 1979

This issue of the Conservation Report contained a lengthy Action Alert with background information on Arizona Rep. Mo Udall's H.R. 39 dealing with Alaska lands. This bill was defeated in the House Interior and Insular Affairs Committee. The National Wildlife Federation along with other conservation groups are urging citizens to push for bringing Udall's bill to the floor by other means. The article was rather long as Action Alerts go. However, this issue is a high priority item for the Federation as well as many other groups.

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAY 7 1982